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Adult education in the Federal Republic of Germany

by Walther Karbe

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(as at 1 May 1954)

by Walther Karbe

UNESCO PARIS

ADULT EDUCATION IN THE FEDERAL REPUBLIC OF GERMANY

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PREFACE

A preliminary survey of bibliographies on adult education, published in September 1954 as Volume VI No. 7 of these Education abstracts, surveyed the documentary sources available to librarians and practising educators on adult education in twenty-eight countries as well as works dealing with this movement on the regional or international level. In addition to providing a guide to research, one of the purposes of this study was to survey the adequacy of national coverage given to adult education in existing literature as brought out in the bibliographies on it.

There is an inherent difficulty in the term itself, since the closer it is examined, the less it is liable to valid definition or even delimitation. It flows over into formal schooling and general education and into a multitude of forms of expression and language or cultural equivalents: it cannot be claimed, for example, that adult education is an exact rendering in English of "éducation populaire".

Apart, however, from this congenital defect for the bibliographer the survey did point up great variation between countries in the information available about publications on adult education. It revealed, too, that in the majority of cases there was a dearth of information available to the student of movements in those countries. The introduction to the number went on to point out that, even in the fullest national entries, a simple bibliography failed to take account of the intimate relationship between adult education and the cultural-political forces in a country.

One outcome of that first survey is this present essay, commissioned by the Unesco National Commission of the German Federal Republic. The study undertaken by Dr. Karbe was considered to be of national importance and it also seemed to the Unesco Secretariat to have a wider value justifying separate publication. For not only does it provide a comprehensive guide to the literature on adult education in one country, it also demonstrates one method of preparing national bibliographies which corrects some of the defects noted in the Secretariat's previous survey.

The material is presented, the reader will note, in essay form. This presentation follows an organic pattern taking its points of departure in the main from the subject taught or the group served. The whole is however related to the nature of German educational traditions, organizational patterns and, in particular, to recent cultural and political history in Germany.

The Secretariat wishes to record its thanks to the Unesco National Commission of the German Federal Republic for its co-operation in the production of this study and to the author, Dr. Karbe, who for many years was a practising adult educator and since 1952 has been a member of the research staff at the Institut für Europäische Politik und Wirtschaft, Frankfurt-am-Main.

A

AUTHOR'S FOREWORD

A bibliography of German adult education makes evident a number of features which distinguish this type of education in Germany from that in other countries:

1. The expression "Erwachsenenbildung" (adult education) has been taken over from Anglo-Saxon terminology, and in Germany is frequently treated as corresponding to the term "Volkshochschule" (people's university), which is Scandinavian in origin. This applies both to theory and practice. The result is a narrower concept of adult education than that which exists in other countries.

To some extent this is caused by a difference in historical evolution. The German "Volkshochschulen" were established with the assistance of the universities, and then gradually became independent institutions; as this process developed, they unconsciously tended to consider themselves as the only instrument in adult education. Consequently adult education theory has for the most part been concentrated on the Volkshochschulen, to the exclusion of other forms and institutions in which it is to be found.

2. During the years 1933-1945, there was no free popular education in Germany. All educational activities were subject to National-Socialist "Gleichschaltung" (political co-ordination) and thus inspired by National-Socialist ideology; this was the pattern for the educational work both of organizations and of the Volkshochschulen themselves. This break in the continuity of free popular education resulted in a corresponding break in the literature on adult education, and the distinction between "earlier" and "later" literature in Germany - and in Austria - can thus be identified with definite periods of time.

The subject has, therefore, deeper significance in Germany than in other countries where there has been no break in educational development: it is bound up with the problem of restoring what existed, in theory or in practice, before 1933. This bibliography includes references to literature published before 1933, but concentrates for the most part on that published after 1945. The material has, however, been selected with a view to giving a fairly comprehensive survey of adult education in Western Germany.

3. Neither the earlier nor the later literature on German adult education is very substantial so far as the number of books is concerned. The vast majority of works are in the form of articles in periodicals, or of pamphlets.

It is symptomatic of the very loose connexion between adult education and the universities that the latters' research into the science of teaching is very little concerned with the problem of adult education, the theory of which is formulated and written about by the educators themselves on the basis of their practical experience - hence the particularly close relationship between theory and practice.

Another reason for the lack of material published in book form is the heavy work load carried by adult educators who, although nearly all of them have received academic training, have little time to write books. For this reason even the periodical, Die Deutsche Volkshochschule, which was intended to take the place of Freie Volksbildung, had to cease publication after the first two numbers, since it was impossible to find sufficient contributors.

A final factor is the actual form taken by German adult education. Today, as in the past, it consists mainly of talks, conferences, meetings and courses, the results of which are recorded in a large series of reports published in periodicals.

B

PERIODICALS AND SERIAL PUBLICATIONS ON ADULT EDUCATION

Practically no bibliography on German adult education exists west of the Elbe. A useful bibliography, compiled by Werner Dube and Günther Heinke, has been published in the Soviet occupation zone: Bibliographie der Erwachsenenbildung unter besonderer Berücksichtigung des Volkshochschulwesens. Teil I: Das Schrifttum von den Anfängen der Volksbildungsarbeit in Deutschland bis zum Jahre 1945 (Bibliography of adult education, with special reference to Volkschochschulen. Part I: Literature from the beginning of popular education work in Germany until 1945), published by Landes-Volkshochschule Sachsen-Anhalt, Halle a.S., 1949, in the "Schriftenreihe zu Fragen der Erwachsenenbildung", Heft 4a (Series on adult education problems, No. 4a).

There is, in addition, a "Bibliographie der Dissertationen" (Bibliography of theses) on adult education and educational theory, the Volkshochschule, public libraries, etc., compiled by Rudolf Reuter (Leb. W., vol. II, No. 3, June 1953)(1).

Another bibliography by Rudolf Reuter is in preparation: Erwachsenenbildung, Bücher und Zeitschriftenaufsätze, eine Auswahlbibliographie (Adult education: a selected bibliography of books and articles from periodicals), to be published by Verlag Der Löwe, Cologne, in the autumn of 1954. According to information received from the author, this bibliography, running to 160 printed pages, covers only the period up to 1933. Literature of the earlier period is therefore given only passing mention in the present document.

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(1) All references to journals are made in an abbreviated form. For the key, see end of this section.

The following items are listed under two headings, "periodicals", and "serial publications". The reader's attention is drawn to the standard abbreviated forms for the titles of those periodicals to which further reference is made in the course of this document. These abbreviations are shown in the extreme left-hand column of the bibliography.

Periodicals

Fr. Vb. Freie Volksbildung (Free popular education) München, Verlag Leibnitz. 1947-49. Has ceased publ.

Dt. VHS. Die deutsche Volkshochschule (The German Volkshochschule) Schwenningen am Neckar, Verlag Holzhauer. 2 Hefte 1950. Has ceased publ.

VHS. i. W. Volkshochschule im Westen (The Volkshochschule in Western Germany) Mitteilungs- und Arbeitablätter des Landesverbandes der Volkshochschulen von Nordrhein-Westfalen. Marl i. W. DM. 6,- Monthly.

Vb. i. H. Volksbildung in Hessen (Popular education in Hesse) Mitteilungsblatt des Hessischen Landesverbandes für Erwachsenenbildung. Frankfurt/Main, Hessischer Landesverband für Erwachsenenbildung. Available from publ.

Bl. f. Eb. Volkshochschule (Journal on adult education in Schleswig-Holstein) Blätter für Erwachsenenbildung in Schleswig-Holstein. Kiel, Landesverband der Volkshochschule Schleswig-Holstein. Available from publ.

Schwäbische Blätter für Volksbildung und Heimatpflege (Swabian journal on popular education and study of the home country) Augsburg, Schwäbischer Volksbildungsverband und Schwäbischer Heimattag in Verbindung mit Akademie Augsburg. Available from publ.

Arbeitsblätter für die Bayerische Erwachsenenbildung (Journal for Bavarian popular education) München, Bayerischer Landesverband für freie Volksbildung. Available from publ.

M. f. Eb. Mitteilungen für hauptamtliche Kreisarbeit in der Erwachsenenbildung (Reports on official adult education work in administrative districts) Wiesbaden, Gesellschaft zur Gestaltung öffentlichen Lebens. 1951-52. Has ceased publ.

Leb. W. Lebendiges Wort (The living word) Arbeits-und Mitteilungsblätter der Deisfelder Gruppe. Oberursel am Taunus, K. G. Fischer. DM. 3,-

Schwalbacher Blätter (Schwalbach journal) Lindschied b. Bad Schwalbach Arbeitsstätte für Gruppenpädagogik. Available from publ.

K.A. Kulturarbeit (Cultural work) Stuttgart und Köln, Verlag Kohlhammer. DM. 24,- Monthly.

Pädagogische Rundschau (Educational Review) Monatsschrift für Erziehung und Unterricht. Ratingen, Verlag Aloys Henn. DM. 3.60,- Quarterly.

Schola. Lebendige Schule; Monatsschrift für Erziehung und Unterricht. Mainz, Helius-Verlag. DM. 12,- Monthly.

Die Sammlung (The collection) Zeitschrift für Kultur und Erziehung. Göttingen, Verlag Vandenbroeck und Ruprecht. DM. 20,- Monthly.

Die Aussprache (The discussion) Blätter für die gewerkschaftliche Bildungsarbeit. Düsseldorf, Bundesvorstand des DGB, Abteilung Schulung und Bildung. 1949-1950. Has ceased publ.

Unsere Schule (Our school) Hannover, Verlag Hahn'sche Buchhandlung. DM. 4.50,- Quarterly.

B. B. Bücherei und Bildung (Education and books) Monatliche Fachzeitschrift des Vereins deutscher Volksbibliothekare. Rendsburg, Verlag Einkaufshaus für öffentliche Büchereien DM. 1.80 per Heft. Monthly.

D. Vk. Denkendes Volk (People who think) Blätter für Selbstbildung. Braunschweig, Verlag Westermann. Has ceased publ.

Deutsche Universitätszeitung (German university journal) Mitteilungen der deutschen Forschungsgemeinschaft. Göttingen, Verlag Arthur Bode. DM. 3,40:- Quarterly.

Merkur. Deutsche Zeitschrift für europäisches Denken. (Journal for European thoughts) Stuttgart, Deutsche Verlagsanstalt. DM. 27,50. Monthly.

Soziale Welt (The social world) Zeitschrift für Wissenschaft und Praxis des sozialen Lebens. Dortmund, Sozialforschungsstelle, Verlag Soziale Welt. DM. 12,- Quarterly.

Der Gemeindetag (The community) Zeitschrift für gemeindliche Selbstverwaltung. Stuttgart und Köln, Präsidium des hess. Gemeindetages Verlag Kohlhammer. DM. 18,- Monthly.

Rufer und Hörer (The listener) Monatsschrift für den Rundfunk. Stuttgart, Selbstverlag. DM. 10,- Monthly.

Serial publications

Published at irregular intervals and at different prices.

Bausteine der Volkshochschule. (Pillars of the Volkshochschule) Schriftenfolge für die Praxis der Erwachsenenbildung. Braunschweig, Verlag Westermann.

Kultur und Politik. (Culture and politics) München, Bayerisches Staatsministerium für Unterricht und Kultus, Verlag Pflaum.

Veröffentlichungen des städtischen Forschungsinstitutes für Psychologie der Arbeit und Bildung. (Publications of the Urban Research Institute for the Psychology of Work and Education) Gesenkirchen, Verlag Aschendorff, Münster i. W.

Schriftenreihe für ländliche Sozialfragen. (Series on social questions in rural areas) Veröffentlichungen der Agrarsozialen Gesellschaft e. V. Göttingen, Hanover, Verlag Schaper.

Arbeiten der DLG. (Publications of the German Agricultural Organization) Frankfurt/Main Deutsche Landwirtschaftliche Gesellschaft, Verlag der DLG.

Veröffentlichungen der bücherkundlichen Arbeits - und Auskunftsstelle für die Erwachsenenbildung in Schleswig-Holstein. (Publications of the Library Information Service for Adult Education in Schleswig-Holstein) Rendsburg, Verein für das Büchereiwesen in Schleswig-Holstein.

Mund. Material - und Nachrichtendienst der Arbeitsgemeinschaft Deutscher Lehrerverbände (Information service for German Teachers Associations) (Gewerkschaft, Erziehung und Wissenschaft - Bayerischer Lehrer - und Lehrerinnenverband) Darmstadt, Geschäftsstelle des AGDL.

Politische Bildung. (Political education) Schriftenreihe der Hochschule für politische Wissenschaften. München, Isar-Verlag.

C

ON THE HISTORY OF ADULT EDUCATION

In his work Die Pädagogische Bewegung in Deutschland und ihre Theorie (The educational movement in Germany and its theory), 3rd. ed. Frankfurt/Main, Verlag Schultze-Bulmke, 1949, 240 p. DM. 8,50, H. Nohl gives an excellent introduction to the problems with which popular education has recently been concerned. While this author surveys the whole educational field, and adult education as a part of it, F. Blättner gives a brief description of a century of popular education in Germany in "Ein Jahrhundert Volksbildungsarbeit in Deutschland", Protokoll des 1. Dozentenseminars des Landesverbandes der Volkshochschulen in Schleswig-Holstein, Kiel, 1953, 47 p. Earlier works on the history of popular education are those of R. von Erdberg, "50 Jahre freies Volksbildungswesen" (50 years of free popular education), Volk und Geist, (Schriften des Vb.- Archivs, No. 3), Berlin, 1924, 87 p. and J. Tews, Fünfzig Jahre deutsche Volksbildungsarbeit (50 years of popular education in Germany), Berlin, Verlag Gesellschaft für Volksbildung, 1921, 84 p. To these may be added a dissertation by P. Steinmetz, Die deutsche Volkshochschulbewegung (The evolution of the German Volkshochschule), Karlsruhe, Verlag G. Braun, 1929, 136 p. More recently W. Flitner has produced "Die Theorie des freien Volksbildungswesens seit 75 Jahren" (The theory of free popular education during the last 75 years) in Bildungsfragen der Gegenwart, Festschrift für Th. Bäuerle, Stuttgart, Verlag Klotz, 1953, 344 p., DM. 28,-; and the same author has made an important contribution to the history of adult education in his work "Der Hohenrodter Bund und die gegenwärtige Situation in der deutschen Erziehung" (The "Hohenrodter Bund" and the present state of German education), Fr. Vb., No. 7, 1948. Werner Picht's Das Schicksal der Volksbildung in Deutschland (The destiny of popular education in Germany), Brunswick, Verlag Westermann, 1950, 303 p., DM. 9.-, is regarded as a standard work on the history of this type of education; this book has, however, given rise to keen controversy, and has been particularly criticized by F. Borinski, VHS i.W., No. 1, 1951, and by F. Mockrauer, VHS i.W., No. 12 (Special number), 1952.

The following biographies mark the beginning of a badly needed collection of sources for information on the history of adult education in Germany: that on Franz Angermann by E. Weitsch in Fr. Vb. No. 2, 1947; on Carle Heinrich Becker, (No. 7 in the series Bausteine der Volkshochschule, Brunswick, Verlag Westermann, 1946, 20 p.); on Axel Henningsen by K. Meissner in Bl. f. Eb., No. 4, 1953; on Adolf Reichwein by H. Bohnenkamp (Brunswick, Verlag Westermann, Pädagogische Studien, Heft 1, 1949,; and on Eduard Weitsch by P. Steinmetz in K.A., No. 5, 1953. Eduard Weitsch himself, in his book Dreissigacker, die Schule ohne Katheder (Dreissigacker, the school without desks), Frankfurt/Main, Verlag Stichnote, 1952, 210 p., DM. 8,50, gives an account of his personal experiences which is of considerable historical value.

Monographs on individual popular education institutions have been published only sporadically up to the present. The "Hessische Landesverband für Erwachsenenbildung", Frankfurt, published in its periodical Vb.i.H. (Nos. 1, 3, 4, 6, 7, 1951), a series of articles under the general title "50 Jahre Volksbildung in Hessen" (50 years of popular education in Hesse). The Berlin Volkshochschule sponsored J. Hartmann's study on Die Volkshochschule Berlin, Fünf Jahre Erwachsenenbildung 1945-50 (The Berlin Volkshochschule, five years of adult education, 1945-50), Berlin, Verlag Heymann, 1951, 72 p., DM. 1,80. A. Henningsen has written on Die Entwicklung der schleswig-holsteinischen Heimvolkshochschulen (The evolution of the Schleswig-Holstein "Heimvolkshochschulen"), Schleswig-Holstein, 1950; and Engelhardt on Fredeburg-seine Geschichte, seine Umgebung, seine Bildungsarbeit (Fredeburg - its history, surroundings, and educational work), Ratingen, Verlag Aloys Henn, 1950, 128 p.

The most important sources for material on the history of adult education prior to 1933 are the Berichte und Jahrbücher (reports and yearbooks) of the "Deutsche Schule für Volksforschung und Erwachsenenbildung", the "Hohenrodter Bund" or the "Archiv für Erwachsenenbildung". Here is to be found, for instance, the "Prerower Formel" (Prerow Formula) of 1931, which sets forth the principles that were adopted at that time by the authorities of the Volkshochschulen. There is at present a lack of source material on recent developments, but P. Wilpert has written on the first German conference on popular education, "Erster Deutscher Volksbildungstag 1951", in VHS i. H., No. 7, 1951.

D

SCIENTIFIC BASES OF ADULT EDUCATION

I. Educational theory

After the war W. Flitner, in his work Die abendländischen Vorbilder und das Ziel der Erziehung (Western ideals and the aim of education), Bad Godesberg, Verlag Küpper, 1947, 167 p., DM. 5,80, again raised the question of the meaning of education in general, and gave his reasoned conclusions from the Christian and humanistic point of view. Philosophical principles have also been discussed from the socialist point of view by K. Herrmann in his article "Humanistische und sozialistische Bildung" (Humanistic and socialist education), Fr. Vb., No. 3, 1947.

On the whole, however, the traditional ideal of education finds greatest favour with such authors as R. Buchwald in "Das klassische Erbe und die Volksbildungsarbeit" (The classical heritage and popular education), Fr. Vb., No. 1, 1947, K. M. Krug in "Vom Wesen des Bildungsauftrags in unserer Zeit" (The task of modern education), Vb. i. H., No. 12, 1952; and T. Bäuerle in "Freiheit und Verantwortung in der Volkshochschule" (Freedom and responsibility in the Volkshochschule), Vb. i. H., No. 7, 1953.

In the same post-1945 period, fresh discussion arose on the special educational needs of the German adult as an individual, as exemplified by: F. Fendt, "Aufriss eines deutschen Bildungsplanes" (Outline of a plan for German education), Kultur und Politik, No. 3, 1946; and by F. Usinger, "Deutsche Erziehung" (German education), Fr. Vb., No. 3, 1947. The discussion did not, however, become as widespread as had been the case in the post-1918 period. On the other hand, questions which have assumed increasing importance in connexion with the practical side of popular education in Germany are dealt with by F. Blättner, Menschenbildung und Beruf (The education of the individual and his profession), Hamburg, Hanseatischer Gilden Verlag, 1947, 231 p., and by T. Litt, Berufsbildung und Algemeinbildung, (Vocational training and general education), Wiesbaden, Verlag Brockhaus, 1947, 59 p., DM. 2.-

II. Psychology

Material on educational psychology is mainly concerned with the child and the adolescent in their formative years and, except for character study, almost completely neglects the adult. The only work of note in this latter field is that of E. Spranger, "Zur Psychologie der Bildsamkeit des Erwachsenen" (The receptiveness of the adult to education) in Bildungsfragen der Gegenwart, Festschrift für Th. Bäuerle, Stuttgart, Verlag Klotz, 1953, 344 p., DM. 28.- Social psychology, too, is a subject which has not as yet been greatly developed in Germany. In addition to the work by W. Hellpach, Sozialpsychologie (Social psychology), Stuttgart, Verlag Enke, 1946, 191 p., DM. 10,50, there are studies by A. Gehlen, "Sozialpsychologische Probleme der Industriegesellschaft" (Socio-psychological problems of industrial society), Schriften der Akademie Speyer, Tübingen, Verlag Mohr, 1949, 45 p., DM. 3,60, and by W. Beck Grundzüge der Sozial Psychologie (Characteristics of social psychology), München, Verlag Barth, 1953, 175 p., DM. 16,20. Apart from these more general works, we have special studies by F. Blättner, Die psychologischen Grundlagen der Volksbildungsarbeit (The psychological bases of popular education), Brunswick, Verlag Westermann, 1946, 23 p., (Bausteine der Volkshochschule, No. 8, DM. 1,20; and by H. Mugrauer, "Zur Psychologie der Erwachsenenschulung" (On the psychology of adult education), D. A. No. 1, 1950. With regard to adult education, the publications of the "Städtisches Forschungsinstitut für Psychologie der Arbeit und Bildung" (Municipal Research Institute for the psychology of work and education) in Gelsenkirchen contain valuable contributions relating in particular to the selection of students, the cinema, and the problems of intellectual work; five volumes have so far appeared and are available, from the Verlag Aschendorff, Münster.

III. Sociology

Shortly after the end of the war, Anna Siemsen wrote on Die gesellschaftlichen Grundlagen der Erziehung (The social bases of education), Hamburg, Verlag Oetinger, 1948. 162 p. DM. 4,50. The social situation has also been analysed by Ludwig Neundörfer in Unser Schicksal (Our destiny), Frankfurt/Main, Verlag Knecht, 1947. 180 p. DM. 5,-; and the future of industrial society is discussed by H. Schelsky in "Die Zukunftsaspekte der industriellen Gesellschaft",

Merkur, No. 71, 1953. The change in social structure, which must be considered in connexion with German adult education, has become most pronounced in rural districts. The "Agrarsoziale Gesellschaft", Göttingen, has devoted the greatest attention to these problems, and deals with them in a series of publications under the general title of Schriftenreihe für ländliche Sozialfragen (Series on social questions in rural areas), Hanover, Verlag Schaper. No. 7 in this series, published in 1952, describes the tasks facing adult education: Landvolk in der Industriegesellschaft (The rural population in industrial society). The central problem in rural districts, that of the integration of German refugees, is discussed by Lemberg-Krecker in Die Entstehung eines neuen Volkes aus Binnendeutschen und Ostvertriebenen (The birth of a new people), Marburg, Verlag Elwert, 1950, and by No. 6 of the series on social questions in rural areas (see above), Die Eingliederung der Heimatvertriebenen Landwirte in die Westdeutsche Landwirtschaft (The integration of expatriated farmers into the agricultural system of Western Germany). Individual studies have been made by G. Hess, Wandlungen im Leben eines bayerischen Dorfes durch Kriegs - und Nachkriegszeit (Changes in the life of a Bavarian village during and after the war), Frankfurt/Main, Archiv der Deutschen Landwirtschaftliche Gesellschaft, Vol. 4, Göttingen, Landvolk-Verlag, 1949. DM. 5, - and by R. Wilke, "Die soziologischen Veränderungen des ländlichen Lebensraume und die daraus erwachsenden Aufgaben für die Erwachsenenbildung" (Sociological changes in rural communities and the task for adult education), Vb. i. H., No. 9, 1952. Other works which may be mentioned are those of the "Seminar für Erwachsenenbildung an der Universität Frankfurt" (Adult Education Seminar at Frankfurt University) on the "Dorfuntersuchungen" (Village surveys) carried out by this seminar, which are reported in Leb. W., Nos. 4, 5, 1953. Even more detailed is the work by H. Schelsky, Wandlungen der deutschen Familie in der Gegenwart (Changes in the German family today , Stuttgart, Enke Verlag, 1953. 357 p. DM. 12, -.

E

GENERAL PROBLEMS OF ADULT EDUCATION

I. Cultural policy and the rôle of the Volkshochschule

Adult education in Germany is an instrument as well as a feature of cultural policy. It influences the cultural life of society, and it has a clearly-defined relationship to the State and to the different communities. The main problem here is to reconcile the public financing of adult education with the need to safeguard its independence. Another question is the place of the Volkshochschulen in the community, and their relationship to other public education institutions. All discussion of these questions in Germany is based on recognition of the cultural "sovereignty" of the individual "Länder" (provinces), which is zealously defended from Federal control, though there are always a few voices raised in favour of granting the Federation at least certain sovereign rights; the following contribute to this discussion: A. Hennig, P. Luchtenberg and A. Süsterhenn, "Gedanken um die künftige deutsche Kulturpolitik" (Some remarks on future German cultural policy), K. A., No. 7, 1953; H. Vogts, "Die staatliche Volkshochschule" (The state Volkshochschule), K. A., No. 3, 1950; G. Schroers, "Die kommunale Volkshochschule" (The community Volkshochschule), K. A., No. 2, 1950; and J. Rudolf, "Die Verantwortung von Gemeinde und Staat für die Erwachsenenbildung" (The responsibility of community and State for adult education), Schola, Mainz, Helios Verlags, 1951, (special issue). Discussion on legislation for the Volkshochschulen was opened by F. Korsack, "Lose Bemerkungen zu einem Volkshochschul-Gesetz" (Remarks on legislation for the Volkshochschulen), Fr. Vb., No. 3, 1949; and by R. Voigt, "Für ein Volkshochschul-Gesetz" (Legislation for the Volkshochschulen), K. A., No. 7, 1950. These articles are based mainly on the legislation that has actually been passed in the "Land" of Nordrhein-Westfalen. A synthesis of the published contributions on this question is contained in VHS. i. W., Nos. 11, 12, 1953. Another survey is that of Becker, "Die Volkshochschulen und das Volkshochschul-Gesetz in Nordrhein-Westfalen" (The Volkshochschulen in Nordrhein-Westfalen and the law relating to them), Praxis der Gemeindeverwaltung, No. 8, 1953 (offprint). Further articles on this subject have been written by W. Elbrecht, in VHS. i. W., Nos. 11-12, 1950, and H. Brocke, "Die Volkshochschule im deutschen Bildungswesen" (The Volkshochschule in German education), VHS. i. W., Nos. 1-2, 1951. G. Schroers introduces a subject which has assumed great importance in connexion with the activities of the Volkshochschulen in his article "Berufsschule und Erwachsenenbildung" (Vocational schools and adult education), VHS. i. W., No. 1, 1950.

II. The universities and adult education

The problem of the relationship between the universities and adult education is a complex one in Germany.

Both the historical development of adult education (see Foreword), and the literature to which it has given rise have revealed the difficulties faced by the universities as instruments of adult education; as a result, adult education is now expected to contribute to the reform of the university system. This is shown by: F. Borinski, "Universität und Volkshochschule" (University and Volkshochschule), K. A., No. 7, 1949, and "Was erwarten die Volkshochschulen von der Universität" (What the Volkshochschule expects from the university) Deutsche Universitätszeitung, No. 10, 1950; W. Flitner, "Universität und Volkshochschule" (University and Volkshochschule), K. A., No. 1, 1947; F. Blättner, "Volksbildung und Universität" (Popular education and the university), K. A., No. 2, 1951; K. Meissner, Universität und Erwachsenenbildung in Schleswig-Holstein (The university and adult education in Schleswig-Holstein); Rendsburg, Veröffentlichungen der bücherkundlichen Arbeits-und Auskunftsstelle für die Erwachsenenbildung in Schleswig-Holstein, 1953; O. Monsheimer, "Gutachten zur Hochschulreform und Erwachsenenbildung" (Considerations on university reform and adult education), Fr. Vb., No. 5, 1949; Unesco Institute for Education, Hamburg, The universities and adult education. A conference held from 9 to 12 December 1953, Hamburg, The Institute, 1954, 37 p.

Adult education, in its relation to university reform, is particularly concerned with the student. The following works are of interest in this connexion: H. Richter, "Universität und Erwachsenenbildung" (The university and adult education), K. A., No. 12, 1950; K. Fischer, "Student in der Erwachsenenbildung" (The student in adult education), VHS. i. W., No. 6, 1952; J. Henningsen, "Student und Erwachsenenbildung" (The student and adult education), Bl. f. Eb., No. 3, 1953.

Attention has also been directed towards the problem of the interrelationship between science and adult education; this has been considered from the point of view of adult education as a subject of scientific study - for example, K. G. Fischer, "Erwachsenenbildung in den Studienplänen westdeutscher Lehrerfortbildungsstätten" (Adult education in the curricula of West German teacher training institutions), Leb. W., Nos. 3, 5, 1953. At the same time, scientific study has been considered as part of the content of adult education, as in W. Koblitz's "Der Bildungswert der Wissenschaft" (The educational value of science), K. A., No. 3, 1951.

The lack of any basic and comprehensive publication on this subject in Germany is one of the most regrettable gaps in relevant German literature. Its absence is all the more keenly felt since the Universities of Kiel, Bonn, Marburg and Frankfurt have promoted classes on adult education under expert guidance.

III. The aims and tasks of adult education

Innumerable attempts have been made to classify the aims of adult education and the tasks confronting it. It is not always clearly indicated whether such attempts refer to adult education in the general sense, or solely to the Volkshochschulen. These aims and the means of achieving them are, however, set forth not only in the reports issued by every adult education conference, but in almost all the curricula drawn up two or three times a year by the Volkshochschulen. This has led to the constant repetition of the concept that the essential purpose of adult education is to provide a "guide to living". E. Weniger has summarized the various applications of this concept in his work on the universities and adult education, where he also discusses the question of the political significance of the Volkshochschulen, and reaches the same conclusions as H. Küppers, who doubts whether the Volkshochschulen are in a position to play a part in politics and considers that such activity should be reserved for the "Arbeit und Leben" (Work and Life), an association which acts as a link between the trade unions and the Volkshochschulen. The debate on this question between Borinski, Küppers and Karbe is reported in Vb. i. H., Nos. 3, 6, 8, 9, 11, 1952. This is the central problem in all recent studies on the Volkshochschulen. Views on the subject vary: F. Borinski regards the Volkshochschule as serving a political and ethical purpose, as for example in the following works - "Die mitbürgerliche Aufgabe und die Arbeit der freien Erwachsenenbildung in Deutschland" (Civic duties and the work of the independent adult education movement in Germany), Mund, No. 38, 1953, and Der Weg zum Mitbürger. Die Politische Aufgabe

der freien Erwachsenenbildung in Deutschland (The road to citizenship. The political task of the independent adult education movement in Germany), Düsseldorf, Verlag Diederichs, 1954, 300 p., DM. 9,80. H. Vogts considers that they have to fulfil a political and historical function: "Politik als Lehrfach in der Volkshochschule" (Politics as a subject in the Volkshochschulen), Mitbürgerliche Erziehung in der VHS (Education for citizenship in the Volkshochschulen), Berlin, Verlag Heymann, 1952, 62 p. W. Karbe sees their task as a political and social one - "Die soziale Situation als Ausgangspunkt für die Volkhochschularbeit. Ein Beitrag zum Problem der politischen Aufgabe der Volkshochschule" (The social situation as the point of departure for work in the Volkshochschulen. A contribution to the problem of the political task of the Volkshochschulen), K.A., No. 4, 1953, and "Zum Aufbau der politischen Erwachsenenbildung" (The organization of political education for adults) in Bürgerverantwortung in der Gemeinde (Civic responsibility in the community), Frankfurt/Main, Institut zur Förderung Offentlicher Angelegenheiten, 1952, 297 p. DM. 15.

The copious literature on the subject reflects the development of the theory which originates in an investigation of the present-day situation. For example: G. Würtenberg, "Edle Einfalt und stille Grösse? Der geistige Umbruch und die Volkshochschule" (The intellectual crisis and the Volkshochschulen), Fr. Vb., Nos. 11, 12, 1947; H. Lotze, "Die Volkshochschule vor der Entscheidung" (The Volkshochschule faces a decision), Fr. Vb., No. 10, 1947, and the same author's Geist und Gestalt der Volkshochschule (The intellectual basis of the Volkshochschule system), Brunswick, Verlag Westermann, 1946, 18 p., DM. 1,-, and E. Brenner, "Um das geistige Niveau des Volkes, Menschheits-u. Gesellschaftskunde im Mittelpunkt der Volkshochschularbeit" (The intellectual level of the nation; teaching about mankind and society as the focal point of work in the Volkshochschulen), K.A., No. 3, 1949. The journal Dt. VHS, which commenced publication in 1950, also included in its first number an article on "Bildungsziele der Volkshochschule" (Educational aims of the Volkshochschule). More recently, however, there have been references to the need for reform: C. Gneuss, "Keine Rückkehr in die Vergangenheit" (No return to the past), K.A., No. 6, 1951; H. Weinstock, "Fragwürdigkeit und Notwendigkeit der Erwachsenenbildung heute" (The value and the need of adult education today), Die Sammlung, No. 10, 1951.

The following works may be mentioned as representative of recent trends, stressing the traditional ideals of education: P. Wilpert, "Bildung für das Volk, eine Gefahr und eine Aufgabe" (Education for the people, the danger, and the task), K.A. No. 8, 1950, and a further article by the same author, "Das Menschenbild in der Erwachsenenbildung" (The concept of man in adult education), Vb. i. H., No. 7, 1953; E. Witzell, "Die gegenwärtigen Grundlagen der Volksbildungsarbeit und die sich daraus ergebenden Konsequenzen für Landesverband und Volksbildungsorganisationen" (The present-day bases of popular education work and their effect on provincial associations and popular education organizations), Vb. i. H., No. 8, 1953; F. Blättner, "Was Erwachsenenbildung will" (The aims of adult education), Bl. f. Eb., No. 1, 1953; J. Rudolf, "Die Bildungsaufgaben der Volkshochschulen heute" (The educational task of the Volkshochschulen today), VHS i.W., Nos. 4, 5, 1953; G. Schroers, (Gegenwärtige Aufgaben der Volkshochschule" (Current tasks of the Volkshochschule" K.A., No. 3, 1953; H. Vogts, "Die Kulturpolitische Situation und die Aufgabe der Volkshochschule" (Cultural policy and the task of the Volkshochschule), Vb. i. H., No. 7, 1953.

F

THE ADULT EDUCATION SYSTEM

I. Relationship between the Volkshochschule and other branches of cultural life

The problem of the relationship between adult education institutions and the different forms of cultural activity such as theatre, cinema and radio, has received attention in a number of articles of varying importance. For instance, the theatre is dealt with in the following: M. Hellberg, "Das Theater als Instrument der Erwachsenenbildung" (The theatre as a means of adult education), Fr. Vb., No. 1, 1947; K.H. Fränkel, "Erziehung des Theaterpublikums" (Educating the theatre audience), Fr. Vb., Nos. 4, 5, 1947, and "Volkserzieherische Verantwortlichkeit des Theaters und des Films" (Responsibilities of the theatre and cinema in adult education), Fr. Vb., Nos. 11, 12, 1947; W. Storm, "Theater im Dienst der Erwachsenenbildung" (The theatre in the service of adult education), VHS i.W., No. 4, 1950; P. Andreas, "Volksbildung und Theater" (Popular education and the theatre), VHS i. W., Nos. 1, 2, 1951.

The cinema is dealt with in the following articles: E. Schewen, (Vom Vildungswert des Films" (The educational value of films), Fr. Vb., Nos. 11, 12, 1947; V. Hamp, "Erwachsenenbildung und Film" (Adult education and the cinema), Fr. Vb., No. 5, 1949; W. Günther, "Film und Volksbildung" (The cinema and popular education), K. A., No. 9, 1950; K. Witthalm, "Volksbildungsarbeit im Film" (Popular education and the cinema), K. A., No. 7, 1951; J. Eckardt, "Der Film in der Volksbildung" (The cinema in popular education), VHS i. W., Nos. 5, 6, 1951; K. Eiland, "Der Film als Mittel sozialer Bewusstseinsbildung" (The cinema as a means of promoting social awareness), K. A., No. 7, 1952. These studies include references to the Film Clubs which have been established in Germany during the past few years.

The chief contributions on the subject of broadcasting are: F. Borinski, "Volkshochschule und Rundfunk" (The Volkshochschulen and broadcasting), K. A., No. 9, 1949, and "Rundfunk und Volkshochschule" (Broadcasting and the Volkshochschule), K. A., No. 10, 1951; E. Weitsch, "Der politische Rundfunkkommentator vom Erfahrungstand der Volkshochschule gesehen" (The political news commentator as viewed by the Volkshochschule), Fr. Vb., No. 6, 1949, and "Zur Methodik des Round-Table-Gesprächs im Rundfunk" (Methods for radio round-table discussions), Fr. Vb., No. 5, 1949. Other works on this subject by E. Weitsch include: "Eigensendungen der Parteien im Rundfunk als volksbildnerisches Problem" (Party political broadcasts as a problem in popular education), Fr. Vb., No. 10, 1947; "Die Funkhochschule als Prinzip" (The principle of the radio university), Rufer und Höfer, No. 4, 1950; "Rundfunk und Volkshochschule; Wege der Zusammenarbeit" (Broadcasting and the Volkshochschule; methods of co-operation), K. A., No. 10, 1951.

Mention may also be made of the following: Ilse Weitsch, "Der Rundfunk als Instrument der Erwachsenenbildung" (The radio as an instrument of adult education), Fr. Vb., No. 1, 1947; W. Koblitz, "Rundfunk und Volkshochschule, Wege der Zusammenarbeit" (Broadcasting and the Volkshochschule; methods of co-operation), K. A., No. 10, 1951; W. Kurtz, "Abgebrochene Diskussionen im Rundfunk" (The "broken" radio discussion), K. A., No. 1, 1951 (the material for this article was supplied by the "Süddeutscher Rundfunk" and the Würtemberg Volkshochschulen); F. J. Pieruch, "Können Rundfunkvorträge weiter wirken?" (Can radio lectures be stimulating?), VHS i. W., Nos. 2, 3, 1953; G. Wellner, "Rundfunk und Volkshochschule" (Broadcasting and the Volkshochschulen), K. A., No. 10, 1952; "Rundfunk und Erwachsenenbildung" (Broadcasting and adult education), Vb. i. H., No. 6, 1952; H. Räuber and A. Breitnig, "Schulfunk für die Volkshochschule" (Educational broadcasts for the Volkshochschulen), VHS i. W., No. 2, 1950.

The small amount of material published on the subject of television includes: E. Dovifat, "Sollen wir fernsehen?" (Shall we become televiewers?), VHS i. W., Nos. 9, 10, 1950; W. Pleister, "Wie können wir fernsehen?" (How can we become televiewers?), VHS i. W., Nos. 9, 10, 1951; and H. Nieter-O'Leavy, "Fernsehen-soziale Krankheit oder Fortschritt?" (Television - a social disease or a form of progress?), K. A., No. 10, 1951.

II. The sociological aspects of adult education

1. Education and industry

In Germany, teaching in economics is usually provided at the Commercial Academies, and it is only recently and somewhat hesitantly that German adult education has begun to take an interest in this field. Therefore very few works exist on this subject; among those which have been published we may mention: O. Tellkamp, "Wirtschaftspädagogik und Volkshochschule" (The teaching of economics and the Volkshochschule), VSH i. W., Nos. 5, 6, 1951; H. Colsmann, "Probleme der Gruppenarbeit im Betrieb" (Problems of group work in industry), K. A., No. 1, 1953; and P. H. Steinmetz, Die Gruppe im Betrieb (Group work in industry), No. 4, Dortmund, Verlag Soziale Welt, 1953, 43 p.

2. Workers' education

Free popular education and workers' education have always been closely associated in Germany. The German Volkschochschule has been, from its inception, anxious to serve the workers. This was still the case when, after the collapse of 1945, a completely new social situation emerged; the idea of class conflict had lost its force, but the movement for workers' emancipation was still in progress. The problem of workers' education thus assumed a new aspect, particularly as far

as the Volkshochschule were concerned. The following works are of interest in this connexion: O. Romünter, "Volkshochschule - Gewerkschaft - Arbeiter" (Volkshochschule - trade-unions - workers), Fr. Vb., No. 6, 1947; Alice Hansen-Cook, "Arbeiterbildung in der US-Zone seit Beginn der Besatzung" (Workers' education in the United States Zone since the beginning of the occupation), Fr. Vb., No. 1, 1948; H. Walter, "Arbeiter, Volkschüler und Volkshochschule" (Workers, the elementary school and the Volkshochschule), Fr. Vb., No. 5, 1948; O. Uhlig, "Die Bildung des Arbeiters" (Education of the worker), and "Arbeiterbildung" (Workers' education), Fr. Vb., No. 4, 1949; J. Kraemer, "Wirtschaft, Beruf und Volkshochschule" (Economics, vocational education and the Volkshochschule), K. A., No. 5, 1950; W. Dirks, "Die Wurzel der Arbeiterbildung" (The roots of workers' education), K. A., No. 7, 1950; and O. Stammer, "Die Gewerkschaften im Staat" (Trade unions and the State), K. A., No. 9, 1952.

By this time the "Arbeit und Leben" association (Work and life) had been formed, a working link between the Volkshochschulen and the Deutsche Gewerkschaftsbund (German trade union movement). It came into existence in Lower Saxony, and was conceived as an entirely new form of workers' education. "Arbeit und Leben" has been discussed by H. Lotze, one of the founders of the association, in the following articles: "Arbeit und Leben, ein neuartiger Bereich der Volkshochschularbeit" ("Arbeit und Leben", a new field for the Volkshochschulen), K. A., No. 8, 1949; "Arbeit und Leben", Dt. VHS, No. 1, 1950; "Vorschläge zur Abgrenzung der Arbeit der Volkshochschule zu der Arbeit von 'Arbeit und Leben'" (Proposals for confining the Volkshochschule's work to the activities of "Arbeit und Leben"), K. A., No. 9, 1951. The theory and practice of "Arbeit und Leben" have, however, developed along different lines. W. Karbe, H. Küppers and F. Borinski have adopted definite attitudes towards this question, in Vb. i. H., Nos. 3, 6, 8, 9, 11, 1952; Karbe adheres to Lotze's basic conception, whereas Küppers regards "Arbeit und Leben" as a general instrument of political education, and so refuses to recognize it as the task of the Volkshochschulen; Borinski, on the other hand considers the work of "Arbeit und Leben" to be essentially that of the Volkshochschulen and endeavours to justify this view.

Apart from this discussion of principles, the problem of workers' education is dealt with in two studies: a memorandum prepared by the study group "Arbeiterbildung Berlin", Arbeiterbildung in West Berlin 1945-1950, Entwicklung, Stand, Aufgabe (Workers' education in West Berlin, 1945-1950, its development, its present situation, and the task ahead), Berlin, Arbeiterbildung Berlin, 1950, 84 p., and a further work dealing with sociological, political and educational problems, Wesen und Aufgaben der Arbeiterbildung in der Gegenwart. Eine Denkschrift (The nature and tasks of workers' education today. A memorandum), Landesverband, Nieder-Sachsen, Arbeitsgemeinschaft Arbeiterbildung, 1952.

3. Rural education

E. Weniger raised the question: Is there a system of rural education? in his Gibt es eine Landpädagogik? Göttingen, 1950. An answer to this question is given by the reports of the Congresses on rural education of 1950 and 1952: Landpädagogische Kongresse, 1950 und 1952, Frankfurt/Main, Deutsche Landwirtschaftliche Gesellschaft (DLG) Abteilung Landvolk, 144 p., DM. 2,40 (Arbeiten der DLG, Vol. 18). Other general works include: Käte Feuerstack, Das ländliche Bildungswesen als gesellschaftliche Aufgabe (Rural education as a social task), Hanover, Verlag Schaper, 1953, 197 p., DM. 11,-, (Schriftenreihe für ländliche Sozialfragen, No. 8); F.W. Schmidt-Hoge, Der ländliche Lebensraum und seine Kultur (The rural area and its culture), Hamburg, Kulturverlag, 1947, 150 p., DM. 3,90, (Schriftenreihe "Kultur und Zeitfragen", No. 4). Mention must also be made here of the basic works by F. Laack, Volksbildungsarbeit auf dem Lande (Rural popular education), Rendsburg, Schleswig-Holstein, 1952, (Hefte für Büchereiwesen); and W. Kayser and H. Lenz Ländliche Volkshochschularbeit (Rural Volkshochschulen and their work), Brunswick, Verlag, Westermann, 1947, 12 p., DM. 0,90, (Bausteine der VHS, No. 11) H. Lotze examines the structural aspect of this work in his article "Erwachsenenbildung auf dem Lande" (Rural adult education) K. A., No. 12, 1952, and W. Karbe considers its different forms in "Erwachsenenbildung auf dem Lande" (Adult education in rural areas) K. A., No. 3, 1952; while A. Henningsen attempts a synthesis of the different aspects of this question in "Die ländliche Erwachsenenbildung" (Rural adult education), Protokoll des Dozentenseminars des Landesverbandes der Volkshochschulen in Schleswig-Holstein, Kiel, 1952.

4. Women and adult education

A survey of women's activities is given by Gabriele Strecker in Hundert Jahre Frauenarbeit (A century of women's work), Wiesbaden, Gesellschaft zur Gestaltung öffentlichen Lebens, 1952, 78 p., DM. 0,50; and by Alice Scheerer, Die Frau, Wesen und Aufgaben (Women - their nature and task) 2nd ed., Freiburg i. Br., Verlag Herder, 1954, 354 p., DM. 7,80. Apart from these books which deal with the problems in a general way, the following works are concerned with special aspects: E. Weitsch, "Was muss die Frau von der Volkshochschule fordern?" (What must women require from the Volkshochschulen?), Fr. Vb., No. 7, 1947, and Elfriede Paul, Frauenvolkshochschule (Women's Volkshochschule), Brunswick, Verlag Westermann, 1947, 19 p., DM. 1,10, (Bausteine der VHS, No. 9). Dorothea Karsten, Elizabeth Flitner, Helene Jung and Heti Schmitt-Maass also discuss the subject of women and adult education in K.A., No. 6, 1952.

5. Youth and adult education

Youth work is closely bound up with adult education. Publications on this subject include: H. Hassinger, Jugendpflege und Volksbildung (Youth work and popular education), Stuttgart, Deutsche Verlagsanstalt, 1949, 63 p., DM. 2,40; and O. Koch, Heimvolkshochschule und Jugend-Volkshochschule (Heimvolkshochschulen and youth Volkshochschulen), Brunswick, Verlag Westermann, 1946, 10 p., DM. 0,60 (Bausteine der VHS No. 5). The special problems of youth work are indicated by: H. Achinger, Arbeit für die Jugend (Work for youth), Stuttgart, Curt E. Schwab, 1950, 130 p., DM. 1, - H. Schelsky (Ed.) Arbeitslosigkeit und Berufsnot der Jugend (Unemployment and vocational needs of youth), Köln, Bundverlag, 1952, vol. 1: 478 p., DM. 15, - Vol. 2: 435 p., DM. 18, - and H. Bednarik, Der junge Arbeiter-ein neuer Typ (The young worker - a new type), Stuttgart, Verlag Kilpper, 1953, 160 p., DM. 4,50.

6. Distressed social groups

"Soziale Notgruppen" (distressed social groups) is a term which may be used to denote social groups that are compelled to lead a difficult existence; the special problems they present to the adult educator are discussed in the following articles: V. Aschenbrenner, "Kulturelle Anliegen der Heimatvertriebenen" (Cultural needs of displaced persons), Der Gemeindetag, No. 6, 1951; H. Seipold, "Die Geistige Situation der Flüchtlinge" (The psychological condition of refugees), Leb. W., No. 3, 1954, (special number); E. Lehmann, "Probleme der Heimatvertriebenen in der Volkshochschularbeit" (Problems of displaced persons in the work of the Volkshochschule), K.A., No. 5, 1951; E. Weitsch, "Volkshochschule und Umschulung" (The Volkshochschule and change of schools), Fr. Vb., No. 1, 1947; A. Velter, "Zur Psychologie der Umschulung" (The psychological factors involved in changing school), Fr. Vb., No. 3, 1947; K. Meissner, "Ehemalige Berufssoldaten in der VHS" (Former professional soldiers in the Volkshochschule), K.A., No. 4, 1953; L. Zeisse, "Die Psychologie der ehemalige Nationalsozialisten und ihre pädagogische Behandlung als Problem der Volkshochschule" (The psychology of former National-Socialists and the problem they present for the Volkshochschule), Fr. Vb., No. 2, 1947; C. Gneuss, "Erwachsenenbildung in der OCLO" (Adult education in the German Civilian Labour Organization), K.A. No. 5, 1950; and K. Wüstemann, "Bildungsarbeit am Arbeitslosen als menschliche Aufgabe" (Education of the unemployed) K.A., No. 4, 1952.

III. Different aspects of the Volkshochschule's work

1. The urban Abend-Volkshochschule (Evening School)

The usual type of German Volkshochschule is the urban evening school. This has its own special problems. Hans Thierbach, investigates the work of the Volkshochschule in a small town, in his article "Volkshochschule-arbeit in einer kleinen Stadt", K.A., No. 8, 1949, and Wilhelm Matull discusses the work of the Volkshochschule in large towns, in "Volkshochschulpraxis aus grossstädtischer Sicht", K.A., No. 8, 1950. Questions of organization are discussed by Monika Tintelnot, in "Fragen unserer Zeit" (Questions of our time), K.A., No. 2, 1950. Kirt Meissner links up sociological with educational problems in the following articles: "Die soziologische Struktur und Entwicklung einer grossstädtischen Volkshochschule" (The sociological structure and development of a Volkshochschule in a large town), K.A., No. 10, 1952, and "Erwachsenenbildung am industrialisierten und technisierten Menschen" (Adult education in an industrial and technological society), Protokoll des Dozentenseminars des Landesverbandes der Erwachsonerbildung in Schleswig - Holstein, 1953.

These problems are dealt with in detail by Walter Ebbighausen in "Gesichtspunkte zur Volksbildungsarbeit im städtischen Raum" (Views on popular education in urban communities), Vb. i. H., No. 1, 1952; by Hermann Vogts in "Erwachsenenbildung und Volkshochschule in der Grossstadt" (Adult Education and the Volkshochschule in large towns), VHS i. W., Nos. 11, 12, 1954; and K. Gerhard Fischer in "Die Volkschochschule im grossstädtischen Siedlungsraume" (The Volkshochschule in large urban settlements), VHS i. W., Nos. 11, 12, 1954. Types of adult education lying outside the work of the Volkshochschule, are also dealt with in these articles.

2. The Heim-Volkshochschule (The rural Volkshochschule)

That there are more "Heim-Volkshochschulen" in Northern Germany than in the rest of the Federal Republic is illustrated by the fact that the publications dealing with their work and responsibilities are, for the most part, written by North German rural education organizers.

Questions of principle are discussed in detail, for instance, by: Fritz Borinski in "Die politische Aufgabe der Heim-Volkshochschule" (The political task of the Heim-Volkshochschule), Fr. Vb., No. 4, 1948; Werner Dietrich in "Die Heim-Volkshochschule als Mittel der Persönlichkeitsbildung" (The Heim-Volkshochschule as an instrument for the development of the individual); Fitz Laack, in "Heim-Volkshochschule am Kanal" (The Heim-Volkshochschule on the Kiel Canal) Schleswig-Holstein, April 1950; and Ernst Richter in "Zur Aufgabe unserer Heim-Volkshochschulen" (On the mission of our Heim-Volkshochschulen), Vb. i. H., No. 11, 1952.

In addition, there are a few comprehensive descriptive works, such as Die niedersächsischen Heim-Volkshochschulen (The Heim-Volkshochschulen of Lower Saxony), published by the "Arbeitsgemeinschaft niedersächsischer Heim-Volkshochschulen", Hanover, 1953, and Axel Henningsen's Schleswig-Holsteinische Heim-Volkshochschulen (Heim-Volkshochschulen in Schleswig-Holstein), Bl. f. Eb., No. 4, 1953. These may be supplemented by Alfred Diehl, "Heimvolkshochschule Rendsburg" (The Rendsburg Heim-Volkshochschule); Jacob Johannsen, "Die Heim-Volkshochschule in Leck" (The Heim-Volkshochschule in Leck); Lühr, Oldigs, "Dithmarscher Landesschule" (The Ditmarch Residential College); Martin H. Cornils, "Die Heim-Volkshochschule Domhof Ratzeburg" (The Domhof Ratzeburg Heim-Volkshochschule), Bl. f. Eb., No. 4, 1953. There are also the following articles describing work in two other "Länder" of the Federal Republic: Viktor Engelhardt, "Fredeburg, die Bildungsstätte des Landes Nordrhein-Westfalen (Fredeburg, the educational centre for the province of North-Rhine-Westphalia), Fr. Vb., No. 2, 1949; and "Heim-Volkshochschule Fürsteneck" (The Fürsteneck Heim-Volkshochschule), Vb. i. H., No. 9, 1952.

IV. Other forms of adult education

1. The educational work of trade unions, corporations and similar organizations

There is no comprehensive general work dealing with the educational work of trade unions, corporations and similar organizations. The nearest approach is the book by Hans Jahn, Vertrauen, Verantwortung, Mitarbeil; eine Studie über public-relations Arbeit in Deutschland (Trust, responsibility, co-operation; a study of public relations work in Germany) Oberlahnstein/Rhein, Verlag Nohr u. Söhne, 1953, 432 p. DM. 12,70.

Reports on certain individual organizations are available: H. Schönfeld, "Das Westdeutsche Vortragsamt, eine Brücke zur Kultur" (The West German Lecture Board, a cultural bridge), K.A., No. 12, 1953; Rudolf Binapfel, "Europa-Bildungswerk" (European education), Fr. Vb., No. 4, 1949; Walter Köbel, "Die Selbstverwaltungsschulen in der Bundesrepublik" (Schools for self-government in the Federal Republic) in Bürgerverantwortung in der Gemeinde (Civic responsibility in the community) published by the Institut zur Förderung öffentlichen Angelegenheiten, Frankfurt/Main, 1952. 297 p., DM. 15,-

The Leitbriefe (Letters of guidance), published by an organization known as the "Stätte der Begegnung" (Meeting place), are also of interest.

Surveys of the educational work of the large organizations are to be found in the annual reports, special reports and periodicals they publish. In this connexion, the following may be mentioned:

Informationen für die Frau (Information for Women), published since 1951, by the Informationsdienst für Frauenfragen, Bad Godesberg, Augustastrasse 42;

Die Frau in Beruf und Staat (Women in professional life and in the State), published by the Deutscher Frauenring (German Women's Association), Berlin-Charlottenburg;

Informationsdienst der Arbeitsgemeinschaft (Information Service of the Association), Köln, Arbeitsgemeinschaft der Katholischen Deutschen Frauen (German Catholic Women's Association);

Mitteilungen des Deutsch-Evangelischen Frauenbundes (Information from the Protestant Women's Association), Hanover, Deutsch-Evangelischer Frauenbund (German Protestant Women's Association);

Handbuch Deutscher Frauenorganisationen (Handbook of German Women's Organizations), Bad Godesberg, Informationsdienst für Frauenfragen, 1952.

Gewerkschaftliche Monatshefte (Trade Union Monthly), Düsseldorf, Deutscher Gewerkschaftsbund (DGB), 1950;

Küppers, Heinz: "Grundlagen einer gewerkschaftlichen Kulturpolitif" (Bases of trade unions' cultural policy), Politische Bildung (Political education) 2 Sonderheft, 1953. München, Isar-Verlag. Special issue.

Geschäftsbericht des Bundesvorstandes des DGB (Report of the executive committee of the DGB) Düsseldorf, 1950;

Die Lehrgänge des Bundesschulen des DGB (Courses at the schools of the DGB) Düsseldorf, 1954.

Die Aussprache (The discussion) Düsseldorf, Bundesvorstand des DGB, Abteilung Schule und Bildung, 1949-50;

Zentralverband Deutscher Konsumgenossenschaften Jahrbücher (Yearbooks of the Central Union of German Consumer Co-operatives), Hamburg, 1946;

Raiffeisenrundschau (Agricultural co-operative credit survey) Bonn, Deutscher Raiffeisenverband (German Agricultural Co-operative Credit Union), 1949;

Raiffeisenboten (Agricultural co-operative credit news), Bonn, 1947;

Deutsche Bauernkorrespondenz (German Farmers' Correspondence), Bonn, Deutscher Bauernverband (German Farmers' Association), 1947;

Archiv der Deutschen Landwirtschafts-Gesellschaft (Records of the German Agricultural Association), Frankfurt/Main, Deutsche Landwirtschafts-Gesellschaft (German Agricultural Association);

Arbeiten der Deutschen Landwirtschafts-Gesselschaft (Proceedings of the German Agricultural Association) Frankfurt/Main, Deutsche Landwirtschafts-Gesellschaft (German Agricultural Association).

2. The "Briefschule" (Correspondence School)

The DGB (The Deutsche Gewerkschaftsbund) and the consumer co-operatives, following the example of the Scandinavian countries, have established a "correspondence course" organization, known as the "Briefschule" (Frankfurt/Main, Untermainkai 66). This is the only non-profit-making institution of this kind in Germany, providing both general education and vocational courses. On this subject, see Alfred Hooge, "Der Fernunterricht, ein neues Mittel in der Arbeiterbildung" (The correspondence course, a new method of workers' education), Gewerkschaftliche Monatshefte, No. 3, 1954.

G

ON PRACTICAL ADULT EDUCATION WORK

I. Problems of teaching

1. The teacher

In his article "Frage der Verantwortung des Volkshochschulleiters für den Inhalt der Lehrgänge" Fr. Vb., Nos. 8, 9, 1947, Eduard Weitsch raised the question of the responsibility to be taken by the principal of the Volkshochschule for the content of the courses. Since then, the problem has been taken up again in various quarters:

(a) General statements of the problem

"Eignung und Aufgaben des Dozenten" (Qualifications and duties of the teacher), VHS i. W., No. 1, 1953.

Lemberg, Eugen: "Der Lehrer in der Erwachsenenbildung" (The teacher in adult education), Vb. i. H., No. 5, 1952.

Mehling, Elisabeth: "Berufslehrer und Praktiker der Volkshochschule" (Teachers and workers in the Volkshochschule), Fr. Vb., No. 10, 1947 Weniger, Erich: "Volksbildung als Beruf" (Adult education as a profession), Unsere Schule, No. 3, 1951.

(b) The problem of recruitment and training

Borinski, Fritz: "Das Seminar für Erwachsenenbildung" (The adult education seminar) K. A., No. 4, 1952. This article describes the organization and first results of a seminar held at the Göhrde Hunting Lodge.

Dietrich, Werner: "Die Sommerschule Rüstersiel" (The Rüstersiel Summer School), K. A., No. 1, 1950.

Krug, Konrad Maria: "Mitarbeiternachwuchs für die Volkshochschulen" (Future staff for the Volkshochschulen), VHS i. W., Nos. 11, 12, 1950.

Lang Josef: "Der paragraph 9 des Volkshochschul-Gesetzes in Nord-Rhein Westfalen" (Paragraph 9 of the Law relating to Volkshochschulen in North-Rhine-Westphalia), K. A., No. 6, 1953. This article discusses training and refresher courses for the staff of Volkshochschulen.

Wagner, Otto: "Ein Abendseminar der Volkshochschule Hamburg" (An evening seminar at the Hamburg Volkshochschule) K. A., No. 11, 1951.

Weitsch, Eduard: "Hauptamtliche Volkshochschul-Lehrer?" (Teaching at a Volkshochschule as a full-time job?), Fr. Vb., Nos. 11, 12, 1947.

(c) On the relations between teacher and student

Engelhardt, A. Emil: "Kritik in der Volkshochschule" (Criticism in the Volkshochschule), K. A., No. 12, 1950.

"Hinweise für Mitarbeiter, ein Weg zum Kontakt" (Hints for adult education workers, a way to establish contact), VHS i. W., No. 10, 1953.

"Zwölf Regeln für Dozenten" (Twelve rules for teachers), VHS i. W., No. 11, 1953.

2. The student

Only a few works analysing the various types of students and participants have been published, although the problem's urgency is fully recognized. Until systematic preparatory work has been

undertaken, scarcely any reliance can be placed on works claiming to establish fundamental principles. Mention may be made of the following:

Eckert, Gerhard: "Was wissen wir vom Hörer?" (What do we know about the student?), Rufer und Hörer, No. 4, 1950.

Koblitz, Walter: "Indirekte Hörerbefragung" (Indirect questioning of students) Dt. VHS., No. 2, 1950.

"Materialien für die Höreranalysen der Volkshochschulen" (Material for the investigation of the types of students attending Volkshochschulen), Brunswick, 1948.

The following articles have been written from the standpoint of the students themselves:

Fischer, Friedrich Carl: "Was erwarte ich von der Volkshochschule" (What I expect of the Volkshochschule), Fr. Vb., No. 2, 1948.

Joerden, Adolf: "Notizen eines Volkshochschul-Hörers" (Notes by a student at a Volkshochschule), Fr. Vb., No. 5, 1948.

Puhlmann, Marie: "Aus meinem Hörertagebuch" (Extracts from my student's journal), Fr. Vb., No. 3, 1949.

Weitsch, Eduard: "Kritik der Schüler in der Erwachsenenbildung" (Critical observations by the students of adult education), Fr. Vb., No. 3, 1947.

3. Methodology

(a) General problems of methodology

Some thirty years ago Eduard Weitsch took up, and made great progress with, the treatment of questions concerning the methodology of adult education. He dealt with this subject in a number of works, e. g. Grundfragen der Volkshochschul-Methode (Basic problems of methodology in the Volkshochschule), Jena, 1920, and "Zur Technik des Volkshochschul-Unterrichts" (On the technique of instruction in the Volkshochschule), Fr. Vb., No. 4, 1926. He has since reopened the discussion in his Neue Beiträge des Volkshochschul-Unterrichts (New contributions from the Volkshochschule), Brunswick Verlag Westermann, 1946, 23 p., DM. 1, 20 (Bausteine der VHS, No. 6). General questions of methodology were later dealt with by: Werner Lenartz, "Bildung ohne Studium" (Education without university study), Fr. Vb., No. 7, 1947; Josef Rudolf, "Neue Formen der Arbeit der Volkshochschule" (New forms of the Volkshochschule's work), Fr. Vb., No. 1, 1948; Walter Koblitz, "Das Alltägliche als Ansatzpunkt" (Everyday life as a basis for education) Dt. VHS.,No. 2, 1950; and Hermann Wedell, "Die Wissenchaft in der Erwachsenenbildung" (Science in adult education), K. A., No. 7, 1952. Special questions have been dealt with by Heinrich Schulze, "Der öffentliche Vortrag in der Erwachsenenbildung" (The public lecture in adult education), Vb. i. H., No. 4, 1953; Friedrich Sicher, "Wie bringe ich meine Hörer zur Mitarbeit" (How I get my students to co-operate), Fr. Vb., No. 6, 1947; and Hermann Laufenberg, "Wie gestalte ich eine Arbeitsgemeinschaft" (How I organize a study group), Fr. Vb., No. 4, 1948. Further discussion of general questions is contained in articles by Walter Koblitz, "Zur Methodik und Pädagogik der Volkshochschul-Arbeit" (On the methodology and pedagogics of work in the Volkshochschule), Vb. i. H., No. 7, 1953; and K. Gerhard Fischer, "Methodische Fragen der Erwachsenenbildung" (Questions of methodology in adult education), Leb. W., 1953, special number.

(b) The arrangement of the curriculum

Wolfgang Pfleiderer discusses the general principles to be followed in drawing up the curriculum for a Volkshochschule in his article "Richtlinien für die Aufstellung eines Volkshochschul-Arbeitsplanes", Dt. VHS., No. 2, 1950. Gert Schroers, makes a valuable contribution to the sociology of Volkshochschule work in her article "Kleine oder grosse Teilnehmerzahlen?" (Few or many students?), K. A., Nos. 3, 4, 1950. Georg Lührs and Heinz Stragholz discuss the question: "Soll die Volkshochschule in Semester - oder Trimestereinteilung arbeiten?" (Should the

academic year for the Volkshochschule be divided into two terms or three?), K. A., No. 7, 1953. Questions of principle are dealt with by Else Epstein in "Aktuelle und zeitlose Themen in der Volksbildungsarbeit" (Topical and perennial themes in popular education work), Fr. Vb., No. 4, 1947; Werner Dietrich, in "Astrologie in der Volkshochschule" (Astrology in the Volkshochschule), Fr. Vb., No. 7, 1948; and Josef Lang, in "Prüfungen in der Volkshochschule" (Examinations in the Volkshochschule) K. A., No. 2, 1951 (the discussion of an unsuccessful experiment).

(c) Group instruction

Among the general questions of methodology in Germany group instruction occupies a special place; Magda Kelber investigates the methods of group instruction in "Die Methodik der Gruppenpädagogik", K. A., No. 6, 1953. The subject is also discussed by: Rolf Binder, "Gruppenerziehung als Kulturarbeit" (Group education as a method of cultural work), K. A., No. 10, 1953; and Helmut Paul, "Pädagogik und Psychotherapie der Gruppe" (Group pedagogics and group psycho-therapy), VHS i. W., Nos 6, 7, 1953, and "Gruppenmethoden in der Erwachsenenbildung" (Group methods in adult education), VHS i. W., Nos. 11, 12, 1953.

(d) The technique of intellectual work

As one of his last contributions to the methodology of adult education prior to 1933, Eduard Weitsch published his work on the Technik der geistigen Arbeit (Technique of intellectual work), 3 Aufl. Frankfurt, Neuer Frankfurter Verlag, 1932, 46 p. Recently, Werner Dietrich has again dealt with this subject under the same title, Technik der Geistigen Arbeit, Hanover, Zentrale Arbeitsgemeinschaft "Arbeit und Leben" Niedersachsen, 1952, 47 p. Two years previously Horst Kliemann had written his Praktikum der geistigen Arbeit (The practice of intellectual work), Stuttgart, 1950. Further contributions on this subject include: Wolfgang Kriess, "Zur Technik der geistigen Arbeit" (On the technique of intellectual work), VHS i. W., No. 12, 1951 and Walter Kröber in Kunst und Technik der geistigen Arbeit (The art and technique of intellectual work), Heidelberg, Verlag Quelle und Meyer, 1951, 185 p., DM. 7,20.

(e) The discussion technique

Eduard Weitsch wrote his article "Ein Wort zur Methodik der Diskussion" (Remarks on methods of discussion), VHS i. W., Nos. 9, 10, 1950 at a time when the discussion technique had just been rediscovered and, as an aspect of the technique of intellectual work, had become the subject of lively discussion. The most important contribution on this technique was Magda Kelber's Sprechen wir uns aus (Let's speak our minds), Wiesbaden, Zentrale für Jugendschrifttum, 1950, 85 p.

4. Subjects of instruction

(a) Politics

It is only natural that, of the various subjects of study, politics should have received the most attention, for it is closely related to the central purpose of adult education in Germany.

Questions of principle are discussed by Eduard Weitsch in "Elementarlehre der Politik - ein Weg staatsbürgerlichen Unterrichts" (Elementary instruction in political theory - a form of civics), Fr. Vb., No. 4, 1947; W. Abendroth in "Politische Erziehung und Erwachsenenbildung" (Political education and adult education), K. A., No. 6, 1950; Heinz Gutschke in "Politische Wissenschaften in der VHS" (Political science in the Volkshochschule), K. A., No. 1, 1951 and Otto Monsheimer, in "Um die Ortsbestimmung der politischen Erziehung" (On the orientation of political education), K. A., No. 8, 1953. In theory, there is general agreement that the old "Civics" can now no longer be accepted as the best form of political education; see: Friedrich Oetinger, Wendepunkt der politischen Erziehung (A turning point in political education), Stuttgart, Verlag Metzler, 1951, 263 p., DM. 13,80. In practice, however, there are difficulties to be reckoned with: these are analysed by Anneliese Hünke in "Staatbürgerkunde - nicht gefragt" (No demand for civics), Fr. Vb., Nos. 8, 9, 1947 and by Fritz Borinski in "Vier Einwände gegen die Politik" (Four objections to the study of Politics), K. A., No. 11, 1952. Wolfgang Pfleiderer discusses various aspects of education for citizenship and deals with certain questions of methodology in Mitbürgerliche Erziehung als Aufgabe der Volkshochschule (Training for citizenship as

a task for the Volkshochschule), published by the "Verband Württembergischer Volkshochschulen", Schwäbisch-Gmünd, 1953, 78 p. Hermann Wedell, in "Die Viertelstunde für Staatsbürgerkunde" (The quarter-of-an-hour on civics), K. A., No. 12, 1953, and Hermann Joseph Nachtwey in "Die Erziehung zum Staatsbürger" (Education for citizenship) K. A., No. 1, 1951, report on some of the many experiments being conducted - most of them concerned with municipal politics - which are commonly regarded as the most suitable starting point for political training. Further articles of interest include: Claussen "Wie kann das Interesse der Bevölkerung an der Selbstverwaltung geweckt werden?" (How to arouse interest in self-government), K. A., No. 4, 1951; and Werner Grosskopf, "Der Bürger und seine Gemeinde" (The citizen and his community), Vb. i. H., No. 6, 1952. The "open forum" technique has become somewhat important as a new form of political education, particularly in the American zone of occupation; it is discussed in an article by Klüber, Riemensperger and v. Braunbehrens "Das öffentliche Forum" (The open forum), K. A., No. 11, 1951.

(b) Education and psychology

Hünke, Anneliese: "Knigge an der Volkshochschule" (Knigge at the Volkshochschule), Fr. Vb., No. 4, 1948.

Pflanz, Manfred: "Psychohygiene in der Erwachsenenbildung" (Mental health in adult education), Fr. Vb., No. 4, 1949.

Wagher, Erich: "Das Marburger Pädagogische Forum" (The Marburg educational forum), K. A., No. 5, 1952.

Weitsch, Eduard: "Elternpädagogik aktueller sehen!" (Modern Views on the education of parents), Fr. Vb., No. 4, 1948.

Weitsch, Ilse: "Die sexuelle Frage als Unterrichtsgebiet der Volkshochschule". (Sexual problems as a subject of study in the Volkshochschule) Fr. Vb., No. 7, 1947.

(c) History and knowledge of the home country

Angermann, Fritz: "Uber die Frage des Geschichtsunterrichts in der Erwachsenenbildung" (The teaching of history in adult education), Fr. Vb., Nos. 8, 9, 1947.

Bergmann, Margot: "Geschichte als Lehrfach an der Volkshochschule" (History as a subject at the Volkshochschule), K. A., No. 8, 1953.

Sieburg, Heinz-Otto: "Geschichte in der Volkshochschule" (History in the Volkshochschule), VHS i. W., Nos. 8, 10, 1951.

Stephan: "Heimatpflege und Volksbildung" (Study of the home country and popular education) Vb. i. H., No. 9, 1952.

Zittel, Bernhard: "Geschichte im Lehrplan der Volkshochschule" (History in the curriculum of the Volkshochschule), K. A., No. 8, 1952.

Zorn, Wolfgang: "Die Geschichte als Sachgebiet in der Erwachsenenbildung" (History as a subject in adult education), K. A., No. 5, 1952.

(d) Geography and ethnology

John, Ilse: "Auslandskundliche Arbeit deutscher Volkshochschulen" (The study of foreign countries in the German Volkshochschulen), K. A., No. 11, 1953. This article discusses travel, meetings and study groups.

Stülpnagel, Wolfgang: "Völkerkunde als Arbeitsgebiet in der Volkshochschule" (Ethnology as a subject at the Volkshochschule), Fr. Vb., No. 10, 1947.

(e) Philosophy and religion

Bessenrodt, W.: '100 mal "Philosophie Arbeitsgemeinschaft" (A philosophy study group), K. A., No. 5, 1953. This article is based on the work of a Volkshochschule in a small town.

Hennemann, Gerhard: "Die Philosophie in der Volkshochschule" (Philosophy at the Volkshochschule), K. A., No. 4, 1951.

Schottländer, Rudolf: "Ein Jahr philosophische Volkshochschularbeit nach Kriegsende" (A year's work on philosophy at a Volkshochschule after the end of the war), Fr. Vb., No. 7, 1947.

Stave, Joachim: Lebensgestaltung als Lehrgut der Volkshochschule (Philosophy of life as a subject at the Volkshochschule), Brunswick, Westermann, 1947, 31 p. DM. 1,50 (Bausteine der VHS., No. 12).

Welty, Eberhard: Sozialkatechismus (A "catechism" for the community), Freiburg i. Br., Verlag Merder, 1952-53, Band 1-2, DM. 16,50, 18,20.

(f) Sociology

Stammer, Otto: "Die Soziologie in der Erwachsenenbildung" (Sociology in adult education), K. A., No. 10, 1950.

(g) Law

Hermann, Walter: "Uber den modernen Strafvollzug, als erwachsenbildnerische Aufgabe" (The modern penal code and its relation to adult education), Fr. Vb., No. 4, 1949.

Weitsch, Eduard: "Jus 1:25000?", Fr. Vb., No. 3, 1948.

(h) Economics

Bakker, Hermann: "Die Behandlung wirtschaftlicher Tagesfragen in der Arbeit der Volkshochschule" (The treatment of questions of current economic interest in the work of Volkshochschule), K. A., No. 6, 1951.

Walz, Kurt: "Betriebsbesightigungen durch die Volkshochschulen" (Visits to factories through the Volkshochschulen) K. A., No. 10, 1953.

(i) Natural sciences and mathematics

Dieck, Wilhelm: "Aus der Praxis der Abend-Volkshochschule. Soll die Volkshochschule Mathematik lehren?" (The practical work of the evening Volkshochschule. Should the Volkshochschule teach mathematics?), K. A., No. 8, 1953.

Enting, Helmut: "Der Wald als Lebensfrage" (The forest - an aspect of life), Fr. Vb., No. 1, 1949.

Frankenberg, G. von: "Volkstümliche Naturwissenschaft" (Popular science), Fr. Vb., No. 6, 1947.

Fuchs, Franz: "Die pädagogischen Grundlagen des Deutschen Museums" (The educational principles of the German museum), Fr. Vb., No. 3, 1947.

Henie, Walter: "Physik und Religion in der Volkshochschule" (Physics and religion at the Volkshochschule), Fr. Vb., No. 5, 1949.

Henschel, Rudolf: "Zur Methodik naturkundlicher Wanderungen" (Methods of conducting nature rambles), Fr. Vb., No. 7, 1947.

Kaminski, Heinz: "Volkshochschul-Volkssternwarte Bochum" (The Bochum Volkshochschule Observatory), VHS i. W., No. 12, 1951.

Mamecke, Karl Heinz: "Wetterkunde in der Volkshochschule" (Meteorology at the Volkshochschule), VHS i. W., No. 8, 1951.

Schwank, F.: "Die Naturwissenschaft und Technik im Rahmen der Erwachsenenbildung" (Science and technology in adult education), M. f. Eb., Nos. 9, 10, 1951.

(j) Medicine

Stolter, Marlene: "Medizinische Allgemeinbildung" (Popular medicine), Fr. Vb., No. 5, 1949.

(k) Art education

(i) Fine arts

Ehlers-Kollwitz, Ottilie: "Das kannst Du auch!" (You can too!), K. A., No. 5, 1953. An article describing the exhibition of work by students taking the arts and crafts courses at a Berlin Volkshochschule.

Haase, Ulrich: "Die Kindermalstube der Volkshochschule Detmold" (The children's painting room at the Detmold Volkshochschule), VHS i. W., No. 7, 1951.

Jahr, Rudolf: "Wie schaffen wir geschmackvolle Möbel ?" (How can we produce well designed furniture?). K. A., No. 3, 1950. Describes experiments undertaken by a study group at the Detmold Volkshochschule. Körber, Dieter: "Die Kunstkritik als Gegenstand einer Arbeitsgemeinschaft der Volkshochschule" (Art criticism as a subject for a discussion group in the Volkshochschule), Fr. Vb., No. 10, 1947.

_____: "Lebendiges Kunstmuseum" (A living museum of art), Fr. Vb., No. 1, 1948.

Peters, Gerhard: "Volkshochschule und Kunstausstellung" (The Volkshochschule and art exhibitions), VHS i. W., Nos. 11, 12, 1952.

Pfleiderer, Wolfgang: "Kunstgeschichtliche Stilkunde" (Style in the history of art), Dt. VHS, No. 1, 1950.

(ii) Literature

Baumer, Franz: "Aus der Praxis der Abend-Volkshochschule" (Some experiences in evening Volkshochschulen), K. A., No. 8, 1953. Discusses the use of poetry in the curriculum of the Volkshochschule.

Fehr, Karl: "Jeremias Gotthelf und die Volkshochschule" (Jeremias Gotthelf and the Volkshochschule) Fr. Vb., No. 2, 1948.

Hammelrath, W.: "Die 'Pest' von Camus in der Arbeiterhochschule" (Camus' "La Peste" in the workers' college), K. A., No. 1, 1953.

Lennert, Rudolf: "Uber die Brauchbarkeit gewisser Geschichten" (The use of certain stories), D. Vk., No. 12.

Müller, Joachim: "Klassische Dichtung - Aktuell" (Classical poetry and its value today), Fr. Vb., Nos. 11, 12, 1947.

Wilkens, Erik: Uber Vorlesestunden. Vorschläge, Hinweise und Programme (Lectures suggestions, hints and programmes), Rendsburg, Bücherkundl. Arbeits-und Auskunftsstelle für Erwachsenenbildung in Schleswig-Holstein, 1953.

Würtenberg, Gustav: "Die 'Vögel' des Aristophanes" (Aristophanes' "The Birds"), Fr. Vb., No. 9, 1948.

(iii) Music

Mockrauer, Franz: "Das Lied in der Volkshochschule" (Songs in the Volkshochschule), Fr. Vb., Nos. 3, 4, 1949.

Ochs, Rudolf: "Musik an Volkshochschulen - Problematisches und Methodisches" (Music in the Volkshochschule - problems and methods), Fr. Vb., No. 10, 1947.

Schmitt, Carl: "Musikpflege in der Volksbildung" (Music in popular education), VHS i. W., No. 1, 1951.

Unger, Hermann: "Verlagerung der Musikkultur" (The change in musical culture), VHS i. W., No. 8, 1951.

(l) Art education for non-professionals

Fränkel, H.: "Die Improvisation im Laienspiel" (Improvisation in amateur dramatics), Fr. Vb., No. 1, 1949.

Mirbt, Rudolf: "Einige methodische Anmerkungen zum Laienspiel erwachsener, berufstätiger Menschen" (Amateur dramatics for adults), Fr. Vb., No. 5, 1948.

Weitsch, Eduard: "Zur Frage des methodischen Wertes szenischer Darstellungen (On the value of dramatic performances), Fr. Vb., No. 3, 1949.

Weismantel, Leo: "Das musiche Problem in der Erwachsenenbildung" (The aesthetic problem in adult education), Vb. i. H., No. 3, 1953.

(m) Physical education

Jakobs, Dora: "Körperbildung in der Volkshochschule" (Physical education at the Volkshochschule), Fr. Vb., No. 1, 1948.

_____: "Körperbildung in der Volkshochschule" (Physical education at the Volkshochschule), VHS i. W., No. 10, 1953.

(n) Foreign languages

Gravenhorst, F. W.: "Gehören Sprachkurse in den Arbeitsbereich der Volkshochschulen?" (Do language courses come within the proper sphere of the Volkshochschule?), K. A., No. 1, 1952. Contains some ideas on methods of English teaching in Volkshochschulen.

Guntram, Georg: "Der Sprachunterricht in der Volkshochschule" (Language teaching at the Volkshochschule), K. A., No. 8, 1952.

Meyer, Klara: "Gehören Sprachkurse in den Arbeitsbereich der Volkshochschulen?" (Do language courses come within the proper sphere of the Volkshochschule?), K. A., No. 1, 1952. Discusses the process from elementary German courses to study groups on life and ways of thought.

Schröder, Adolf: "Gehören Sprachkurse in den Arbeitsbereich der Volkshochschulen?" (Do language courses come within the proper sphere of the Volkshochschule?), K. A., No. 1, 1952.

(o) Miscellaneous

Scherer, Karl Georg: "Nachrichtenwesen im Unterricht und Erwachsenenbildung" (The information system in education and adult education), Fr. Vb., Nos. 11, 12, 1947.

Schön, Heinz: "Amateurfotografie und Erwachsenenbildung" (Amateur photography and adult education), K. A., No. 11, 1951.

Schröter, Eva: "Volkshochschule und Hauswirtschaft" (The Volkshochschule and home economics), Fr. Vb., No. 6, 1949.

5. The problem of "getting together"

Born, Frieda: "Volksbildung - Volksfeste" (Popular education - popular festivals), Fr. Vb., No. 6, 1947.

Ludwig, Robert: "Warum nicht gesellig?" (Why not get together?), Fr. Vb., No. 7, 1948. A report on a summer festival at Lübeck.

6. Teaching aids

Eppelsheimer, Hans Heinz und Mühlhäuser, Hans: Erwachsenenbildung mit Magnetnadel, Bild, Rundfunk, Tonträger und Film (Adult education through magnetophone, pictures, wireless, recordings and films), Bamberg, Landesverbände Dt. Volkshochschulen, 1952, 23 p.

Denzau, Erich: "Das Magnetophon in der Erwachsenenbildung" (The Magnetophone in adult education), VHS i. W. No. 8, 1951.

Wieszner, Gustav: "Die Schallplatte in der Arbeit der Volkshochschule" (Recordings in the work of the Volkshochschule), K. A., No. 4, 1951.

7. Public libraries

The place of public libraries in adult education has been studied from two points of view: in the first place, from that of the general problem of co-operation between the library and the Volkshochschule:

Ackerknecht, Erwin: "Die planmässige Zusammenarbeit von Bücherein und Volkshochschulen" (Planned co-operation between libraries and Volkshochschulen), Fr. Vb., No. 4, 1947.

Breddin, Harald: "Zusammenarbeit zwischen Volksbüchereien und Volkshochschulen" (Co-operation between public libraries and Volkshochschulen), B. B., No. 12, 1950.

Breidenstein: "Die Volksbüchereien im Bereiche der Volksbildung" (Public libraries in popular education), Vb. i. H., No. 10, 1952.

Geyer, Guido, and Landsberg, Erika: "Die Aufgabe der Büchereien in der Erwachsenenbildung" (The task of libraries in adult education), B. B. No. 1, 1951.

Jennewein, Alfred: "Zusammenarbeit von Stadtbücherei und Volkshochschule" (Co-operation between a municipal library and a Volkshochschule), K. A., No. 3, 1951. Describes an important experiment in Stuttgart.

Joerden, Rudolf: "Zum Lehrplan der Volksbücherei-Schulen" (On the curricula of schools for librarians), Fr. Vb., Nos. 11, 12, 1947.

Stössel, Dora: "Bibliothekäre helfen der Volkshochschule" (Librarians help the Volkshochschule), VHS i. W., No. 10, 1953.

Wilkens, Erik: "Büchereien als Rückhalt der Erwachsenenbildung" (Libraries as auxiliaries in adult education), Bl. f. Eb., No. 1, 1953.

The question has also been considered from the point of view of the part to be played by books in adult education:

Krieger, Heinrich: "Das Buch im Rahmen der Volksbildungarbeit" (Books in popular education work), Pädagogische Rundschau, No. 1, 1951.

Lotze, Heiner: "Das Buch in der Erwachsenenbildung" (Books in adult education), K. A., No. 9, 1953.

II. Technical problems of organization

Technical problems of organization in adult education, no less than general educational problems, are the subject of very keen discussion in Germany. This is symptomatic of the struggle of adult education to win public acceptance, to achieve financial security and to reach wider circles of the population. As regards statistics, factors which can be stated in statistical terms often give little indication of the educational value of the work, although statistics do provide a method of measuring the work that has been carried out.

1. General problems of organization

Beutz, Hans: "Zur Organisation der Volkshochschulen" (The organization of Volkshochschulen), Fr. Vb., No. 6, 1947.

Wilpert, Paul: "Die Volkshochschule als e. V." (The Volkshochschule as a registered corporation), K. A., No. 3, 1950.

Wittmaack, Max: "Volksbildung zwischen den Gruppen" (Inter-group popular education), Bl. f. Eb. No. 2, 1953.

2. The financing of the Volkshochschule

Achenbach, Reinhold: "Soll die Volkshochschule gebührenfrei arbeiten?" (Should the Volkshochschule operate on a tuition free basis?), K. A., No. 10, 1950.

Baudrexel, Josef: "Volksbildung dieseits und jenseits des Eisernen Vorhangs" (Popular education on either side of the Iron Curtain), K. A., No. 1, 1952.

Hofmann, Josef: "Welche Mittel stehen für kulturelle Aufgaben zur Verfügung" (The financial resources available for cultural work), K. A., No. 8, 1949.

Plate, Heinrich: "Soll die Volkshochschule gebührenfrei arbeiten?" (Should the Volkshochschule operate on a tuition free basis?) K. A., No. 10, 1950.

Rudolph, Ludwig Ritter von: "Rangordnung innerhald der kulturellen Aufgabenbereiche" (Order of priority of work in the cultural field), K. A., No. 9, 1952.

Schroers, Gert: "Zuschussbedarf und Wirtschaftsführung der städtischen Volkshochschulen nach der Währungsreform" (Subsidies required by the municipal Volkshochschulen and their administration after the currency reform), Fr. Vb., No. 9, 1948.

Voss, Norbert: "Senkung der Gebühren zur Erhöhung der Honorare" (Lowering of tuition fees as a step towards the raising of salaries), K. A., No. 3, 1953.

3. The problem of accommodation

Barthel, B: "In welchen Räumen arbeiten die Volkshochschulen?" (What accommodation is provided for the Volkshochschule?), K. A., No. 3, 1951.

Friedel, Hans: "Durch Selbsthilfe zur raumeigenen Volkshochschule und Stadtbücherei" (Self-help as a means to a "freehold" Volkshochschule and municipal library), K. A., No. 4, 1952.

Klau, T; "In welchen Räumen arbeiten die Volkshochschulen" (What accommodation is provided for the Volkshochschule?), K. A., No. 3, 1951.

Schönbeck: "Das neue Schulhaus" (The new school building), K. A., No. 3, 1950.

Wagner, Ludwig: "Das Volkshaus - Die Heimstätte für Erwachsenenbildung" (The community centre - a home for adult education), Fr. Vb., No. 2, 1948.

Witthahn, K: "Die Münchner Volkshochschule schaffte das erste ständige Volksbildungsheim in Bayern" (The Munich Volkshochschule and the establishment of the first permanent residential centre in Bavaria), K. A., No. 4, 1953.

4. Attracting students

Frankenberg, Theodor: "Das Rezept" (The recipe), K. A., No. 10, 1953.

Holzmann, Ferdinand: "Werbung für die Volkshochschulen" (Attracting students to the Volkshochschule), Fr. Vb., No. 5, 1947.

Klugert, K. H.: "Die Werbung für die Volkshochschule" (Attracting students to the Volkshochschule), K. A., No. 8, 1951.

Lang, Josef: "Werbung in der Erwachsenenbildung" (Attracting students in adult education), K. A., No. 7, 1949.

Monsheimer, Otto: "Warum Volkshochschule?" (Why a Volkshochschule?), Fr. Vb., No. 1, 1949.

Owerwien, Will: "Die Werbung für die Volkshochschule" (Attracting students to the Volkshochschule), K. A., No. 8, 1951.

"Werbung für eine gute Sache" (Recruiting for a good cause) Bl. f. Eb., No. 1, 1954.

Wiegandt, Herbert: "Das Plakat in der Volkshochschule" (Publicity posters in the Volkshochschule), K. A., No. 5, 1951.

Wieszner, Georg Gustav: "Reklame und Volkshochschule" (Publicity for the Volkshochschule), K. A., No. 3, 1951.

Wilcke, Gerhard: "Mehr Publizität der Volkshochschulen" (More publicity for the Volkshochschule), Fr. Vb., Nos. 11, 12, 1947.

5. Statistics

Buhnow, Kurt: "Statistik der Volkshochschulen" (Statistics on the Volkshochschulen), VHS i. W., No. 10, 1953.

Mewes, Bernhard: "Einheitliche Statistik der Volkshochschulen" (Standard statistics for Volkshochschulen), K. A., No. 2, 1950.

_____: "Problematik der Kulturstatistik" (Problems of cultural statistics), K. A., No. 12, 1952.

Richter, Ernst: "Zur Statistik der kleineren und ländlichen Volkshochschulen" (On statistics for the smaller and rural Volkshochschulen), K. A., No. 2, 1951.

Schroers, Gert: "Die Besucherstatistik des Bonner Bildungswerkes" (Statistics on visitors to the Bonn cultural centre), K. A., No. 11, 1950.

Wilpert, Paul: "Wird die derzeitige Volkshochschul-Statistik allen Anforderungen gerecht?" (Does the current system of Volkshochschule statistics meet all requirements?), K. A., No. 11, 1950.

H

INTERNATIONAL ADULT EDUCATION

The following works are concerned with the problems of international adult education:

Forster, Dirk: "Die Aufgaben der Erwachsenenbildung auf dem Gebiet der Aussenpolitik" (The tasks of adult education in the field of foreign affairs), Fr. Vb., No. 1, 1947.

Krümmer, E.: "Volksbildung und Aussenpolitik" (Popular education and foreign affairs), VHS i. W., Nos. 7, 8, 1950. Discusses the contribution to be made by popular education to international understanding.

Seyock, Aloys: "Auslandskundliche Arbeit deutscher Volkshochschulen" (Courses on foreign countries in German Volkshochschulen), K. A., No. 11, 1953.

Studnitz, G. von: "Auslandskundl. Arbeit deutscher Volkshochschulen" (Courses on foreign countries in German Volkshochschulen), K. A., No. 11, 1953.

Zschietzschmann, W.: "Auslandskundl. Arbeit deutscher Volkshochschulen" (Courses on foreign countries in German Volkshochschulen), K. A., No. 11, 1953.

There is an exceptionally large number of reports on international meetings and conferences. The following deserve special mention:

"International Konferenz über Probleme der ländlichen Volksbildung" (International conference on problems connected with rural popular education) VHS i. W., Nos. 1, 2, 1951.

Unesco-Institut für Pädagogik (Unesco Institute for Education), Hamburg: Die Erwachsenenbildung als Mittel zur Entwicklung und Stärkung des sozialen und politischen Verantwortungsbewusstseins (Adult education towards social and political responsibility). Report on the International Seminar held in Hamburg from 8 to 13 September 1952.

Unesco-Institut für Pädagogik (Unesco Institute for Education), Hamburg: Deutsch-Skandinavisches Gespräch, Mitbürgerliche, politische Erziehung und Erziehung zum Leben in einer Weltgemeinschaft (German-Scandinavian exchange of views - Civic and political education and education for living in a world community). Report on the International Seminar held in Hamburg from 27 April to 2 May 1953.

_____: The universities and adult education. Report on the International Seminar held in Hamburg from 9 to 12 December 1953.

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